

CHILD STUDY

A QUARTERLY JOURNAL
of PARENT EDUCATION

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CONTENTS

	PAGE
Tribute to Caroline Beaumont Zachry - - - -	66
Can We Train for Family Living? - - - - by Luther E. Woodward	67
What Segregation Does to Our Children - - - by Lillian Smith	71
The Economic Needs of Children - - - - by Jane M. Hoey	73
Children Abroad Today - - - - by Captain Ernest M. Gruenberg	76
Parents' Questions and Discussion - - - -	78
Suggestions for Study - - - -	80
Book Reviews - - - -	81
Radio Programs for Children - - - -	82
Books for Children - - - -	83
Annual Report of the Child Study Association of America - - - -	84
Science Contributes - - - -	87
News and Notes - - - -	89
Compulsory Military Training: Highlights from a Meeting at Child Study Association Annual Conference - - - -	94

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HEADLINES



The speeches delivered at the luncheon session of the Annual Conference of the Child Study Association of America on March 5, 1945, form the basis for the articles in this issue.



The speakers, who were introduced by Frank E. Karelsen, Jr., Vice-President of the Child Study Association include: Luther E. Woodward, field consultant, Division on Rehabilitation, National Committee for Mental Hygiene; Lillian Smith, editor of "South Today" and author of "Strange Fruit"; Jane M. Hoey, Director, Bureau of Public Assistance, Social Security Board, Washington, D. C.; Capt. Ernest M. Gruenberg, graduate of Johns Hopkins University, and interne at St. Elizabeth Hospital in Washington, D. C., before enlisting as a paratroop medical officer in the 101st Airborne Division; and Sidonie M. Gruenberg, director of the Child Study Association of America.



The Summer issue of CHILD STUDY, which will be published in June, will consider the perennially interesting topic of "Everyday Problems: Understanding Their Causes."

Caroline Beaumont Zachry

1894-1945

IN THE PASSING of Caroline Beaumont Zachry, many of us have lost a friend and all of us a highly valued colleague. But the teaching profession and the City of New York—and children everywhere—have lost above all a great leader in child guidance.

I FIRST came to know Caroline Zachry as a teacher of my own children in high school, a highly intelligent but rather shy teacher. Since then I came to know her more closely, working with her on various projects. For a time also she was a member of the staff of the Consultation Service of the Child Study Association, and we came to be friends as well as fellow workers. In all these different situations I could see her develop in self-assurance and power; but she never outgrew her modesty. Rarely does a non-aggressive and self-effacing person attain in such a short professional career the outstanding position and wide recognition that was hers at the time of her death.

IN ADDITION to a scientific outlook and a broad and thorough training, Caroline Zachry brought to her work an exceptional gift. This was her native insight into the inner needs of children. Out of that sensitiveness came her devotion to improving the place of children in our civilization. And through this gift she was able to integrate what she had learned and experienced in pedagogy and psychiatry into a distinct contribution to the art of teaching. She was able to make teachers see their tasks in a new way, for she made children come to life for them. Anyone who ever saw Caroline Zachry before a group of teachers will always remember the peculiar quality of her sincere confidence in the potentialities of human beings. She brought to the role of the teacher a dignity that transcended mere scholarship or technical competence. She inspired teachers to attempt what our traditional schooling never imagined to be within their responsibility.

THE WIDE range of Caroline Zachry's interests brought her into close contact with many different organizations with a variety of purposes—educational, welfare, civic, religious and technical; and in many of these she initiated projects. Through all her activities, her passionate concern for the emotional needs of children was the determining force. Every group with which she worked felt her influence; her warmth welded all she touched into a common purpose. She was especially moved and could move others by her keen desire to give the modern adolescent a vital role in our culture. Her warm nature was never at home in a coldly formal or academic climate.

I FEEL that among her many devoted students some will have caught the spark that fired Caroline Zachry, and thus carry on her inspired work for children.

SIDONIE MATSNER GRUENBERG

Can We Train for Family Living?

By LUTHER E. WOODWARD

OUR civilization is characterized in many aspects by a lack of emphasis upon prevention. We do not consistently go to the source of our difficulties. We are constantly patching up. If a ship burns, we hasten to investigate fire prevention. But if we find an increase in mental illness, we call for more psychopathic wards. If we find an increase in crime, we demand a larger police force. When an increasing number of marriages break up, we want to tighten the divorce laws.

The natives in Cornwall, England, have a very simple but effective test for sanity. The patient is put into a room in which there is a bucket under a tap. The tap is turned on and the patient is given a cup and told to bail the bucket. If the patient turns off the tap before he begins bailing the bucket, he is considered sane. If, on the other hand, he starts bailing the bucket without turning off the tap, he is deemed to be insane.

When we look over some of our activities in the life of the community and nation, we find we are acting in a number of ways like the patient who bails the bucket *before* he turns off the tap. According to the Wickersham Report on Crime, issued a few years ago, we have been bailing the bucket at the staggering cost of 16 billion dollars a year, a sum four times as large as that which our National Government was then spending on all its functions. In terms of mental illness, we are bailing the bucket at the cost of another billion dollars a year and keeping 52 of every 100 hospital beds filled with mentally ill persons. In the matter of marriages, we are bailing away while one-sixth of the total stream keeps pouring from the tap at the divorce courts. Many advances in the health care and education of children have been made; yet some community studies indicate that only one child in seven who has health or social problems receives any professional help.

Preventive medicine made headway only after the causes of disease became well known and systematic efforts were made to remove the causes. The same is true in the social sphere. We can prevent crime, delinquency, mental illness, divorces, and serious problems of child behavior only by removing the causes and attacking the problems with a positive educa-

tional, hygienic, social, and religious program. The time is at hand for such a preventive program. We now know enough to prevent much of the breakdown in these areas. We know, for instance, that 88 per cent of criminals have been school failures, and that most of them come from broken or badly bent homes. We know that some mental illness springs from family, school, and neighborhood situations which create exaggerated emotional conflicts. We know that some marriages break on the rocks of ignorance and inadequate purpose, and still more on the unmanageable waves of emotional immaturity. We know that many of the behavior problems of children—and the undesirable personality patterns of adults—result from ignorance of children's nature and from their early misguidance in the family group. We at least know enough now to begin building constructively.

I trust it is clear from these introductory comments that problems of family living do not stand alone. Our failures here spring from the same insufficient concern which has characterized the public's attitude in most of our major social problems. Trusting inordinately in a *laissez-faire* policy, we have too often failed to develop constructive programs.

This is especially true with regard to education for family living in a century which has prided itself on its educational advances. We deliberately educate or train or require special training for almost everything else. We require plumbers and electricians to be trained and licensed before we employ them to repair any of the gadgets in our homes. What have we required by way of training for marriage and family life? For marriage we require only that the participants be free from venereal disease and that they be willing to assume certain legal responsibilities—at least until they discover some ill-defined incompatibility, some form of psychological cruelty and adequate funds for alimony. Formal education for marriage and family living in the schools has been limited almost entirely to courses in a few of our colleges and universities. Virtually nothing has been done in our high or elementary schools except courses in domestic science in cooking, serving, housekeeping, and home decorating. The concern has been with the "things"

of family life, rather than with the people and their relationships.

Informally, some of the things which have been done have been of real value. In many homes, wholesome, mature parents who love their children and yet can give them a large measure of freedom, have established patterns of self-confidence and congenial give-and-take in their children, thus preparing them for adult family living. Organizations like the Child Study Association of America—I mean like it in purpose, for not many are like it in thoroughness—have helped materially by increasing the understanding of parents so that they knowingly and more effectively guide their children's development in the direction of healthy family living. The home departments of some of the periodicals have also contributed to such understanding. Some churches and some social and recreational organizations have conducted courses on marriage and family living for young people's groups. Increasing numbers of clergymen give counsel to couples who are soon to be married, some of them doing it well, others perhaps not very well.

In planning more adequate education for family living, we do not have to start entirely from scratch. There is a large body of sound and well-written literature on the psychological development of children and the significance of the family in this development. We have learned fairly well what can be successfully passed on to groups, and we have acquired some skill in counseling with parents and young people who expect to establish families.

Education for family living is not simple, however, and happy homes are not made of the stuff of textbooks. They result from the interplay of wholesome personalities in family living—those of husband and wife, parent and child, brother and sister. Education for marriage and home life involves not only the giving of facts, but, more important, the development of wholesome and constructive attitudes. Sometimes it involves the very difficult task of re-educating unwholesome and destructive attitudes. For unfortunately, unhealthy personality trends and emotional patterns are sometimes so strongly fixed early in life that it is extremely difficult to change them later.

THERE are many methods for giving better understanding to those who will make the homes of the future. No matter what the methods used in promoting education for family living, it is clear that the program must include adequate measures for at least these three things:

1. The development of self-confidence in children, together with habits of cooperating with others, so that they can enter into the give-and-take of family life with zest and fervor.
2. Sound and wholesome sex education, beginning with the child's earliest interest, so that sex may be understood and fully accepted, associated with love and tenderness, and is devoid of guilt and shame.
3. Guidance of the affections of children, so that they experience normal love with each parent without too much jealousy, and can mature emotionally.

Thinking of the decisive decade ahead, we should probably add a fourth requirement, namely, to try to undo, as far as possible, whatever emotional and social damage the war is doing to children and to the present generation of young couples, and to insure for them the maximum opportunity for happy family living.

I should like to expand a little on each of these points. First, as to when these things should be done. A certain educator, approached by a pair of fond parents who asked, "When shall we begin to educate our child?" answered, "You are pretty late now. You should have begun with the grandparents." I am not going to push back quite as far as the grandparents; but though it may seem a little far removed from the problem of developing self-confidence in young children, a little early to begin preparing them for marriage and parenthood, I am convinced that you have to begin at least with the parents if you are going to do the best job.

If you look around among your friends, those who appear either to be the most happily married or the wisest parents and ask yourself the question, "Why are they so well adjusted and such good parents?" you will probably find that they are people who have a very genuine and thoroughgoing kind of confidence in themselves. They are worthwhile people and they know it. They don't have to advertise it; they just feel and act like competent, adequate kind of people. They have no need to be domineering. They are not unduly submissive and reticent and they do not withdraw and run away from responsibilities; they have been accustomed to meeting responsibilities head-on and carrying them through.

If you look at the reverse picture, study a few of your friends or other people who find it hard to make a go of family living, I am sure that you will find that many of them show a hesitancy, an uncertainty,

a lack of genuine, wholesome confidence in themselves. They are trying to do something for which they don't feel adequate. And we know enough about how children develop to know that a feeling of adequacy or its opposite gets established pretty early in childhood. I think this is one of the things with which we have to be deeply concerned.

Then there is the point about cooperating well with others. Here again, if you analyze successes and failures in marriage or in parenthood, you will find that one of the things that makes the difference is the ability to relate oneself cooperatively with other people. The narcissistic person who is about at the ten year old level, the one who wants what he wants when he wants it and nothing else, this person just cannot make a good husband or wife and cannot make a good parent. Such a person cannot maintain the kind of family life which has enough give-and-take in it to encourage a reciprocal response in other people. We have to be concerned about both the inner feeling of confidence and the outer ability to relate oneself to others socially in a rather free and easy kind of give-and-take which can be enjoyed by all the participants.

Secondly, the problem of acquiring sound and wholesome sex attitudes. This has probably been one of the hardest jobs for most parents, even for our present generation. However, I am sure the situation is improving. Many of the parents who today are able to do a pretty good job in the sex education of their children had parents in turn a generation ago who were just too embarrassed to get around to it. A great deal has been done to make parents more comfortable about thinking of sex as an integral part of family life, a way in which adult people express their affection and regard for one another. Probably relatively few parents even in this late day acknowledge to their growing adolescent youngsters that sex is used not only for procreation but also as a means of expressing affection between a man and a woman. Many parents cannot quite come along that far, but it is a big help even if we can answer honestly the little child's question about, "Where did I come from?" "Well, you grew inside your mother's body and then when you got big enough and strong enough, you came out of your mother's body, etc." Many parents can do that now, and this at least gives a child a security, a feeling of relatedness to his parents, instead of a bewilderment about being hauled down from the clouds by that ugly old stork, or yanked out of the doctor's smelly old medicine case. Such things can be extremely threatening.

Many parents can go along, too, in answering quite frankly the differences between boys and girls, so that the children don't get the wrong kind of identification. A boy needs to know that he is like his dad or some other he-man; he needs that kind of identification. The little girl needs a major identification with her mother, and at the same time a lot of free, congenial give-and-take with her father.

IN WORKING out the relationships within the family, as well as the answering of children's sex questions, many parents today are doing a better job of preparing the child emotionally. We must remember that in order for children to develop emotionally, they need a normal experience of affection with each parent, so that they can identify with the parent of the same sex and at the same time have enough friendly affection and give-and-take with the parent of the opposite sex.

I think that a pretty sound prediction about the ability of a young person to make a success of his marriage could be made on the basis of the child's relationships with each parent. I wouldn't worry two seconds about the future marital adjustment of my daughter if I knew that she had a major identification with her mother, loves her mother and strives to be like her, and, at the same time, has had, at an early age, enough genuine, warm give-and-take with me so she at least has some experience of getting along with that queer half of the human race; that she feels some intimacy with male persons and has learned ways of sizing them up and knowing how to live with them.

I wish there were a little more time to go into some of those special considerations we will have to have, I think, for the children who are now being handicapped by the war, those children whose daddies are not coming back. We hope that number won't be too great. We will also have to worry about the large number of children where special tensions have developed, where the mother, perhaps, is out of the home too much and the child is developing some anxiety. There is a good measure of evidence that many things have been happening to young children in the last four years about which we are going to have to be concerned. Fortunately there are a few groups which are very interested in this problem and hope to be able to pass on enough sound information to the schools so that they can bring assistance to these children. But there will be many young couples whose relationships will have been injured, there will be children whose emotions will not have

been fully satisfied. I think we have to be on the lookout in the next decade for these things. Just now I don't think we can say exactly what will happen, but it is certainly to be expected that we will have to do special things for some people whose lives have been seriously damaged during the war.

How shall some of these things be done? To educate adequately for marriage and family living, it will be necessary to work at it wherever there is opportunity. There is no one place to begin. Certainly, much of the work being done now will have definite value for the marriages of the generation of children just now growing up. In fact, the prime requisites for better family living can be achieved fully only through the parents' wise and wholesome control of the home situation. Whatever helps parents in this will mean a gain for the next generation.

Meanwhile, many young people come to marriage who have not grown up in ideal conditions. In the main, young folks are probably more teachable than parents. They honestly want to make a success of marriage and they are showing an increasing eagerness to prepare themselves by securing reliable information about marriage, and by facing in advance the problems that may arise.

Pre-marital courses offer certain advantages over counseling programs. For one thing, many young people prefer a course of study to a series of interviews, because the course is less personal and enables them to retain their independence. I don't mean to infer that counseling takes away people's independence, but I have seen a lot of people in pre-marital courses who say they like the course idea because they get all the ideas of the group and they feel they have more than if one of them sat down with a counsellor. What one does not think of, another does.

There is a question as to the auspices under which such courses can best be conducted. It is doubtless easier to conduct such courses with groups who are fairly homogeneous. Personally, I am of the opinion that the more we get down to fundamentals in education, the less need we have to break up people into special groups in order to educate them, but so long as many people are disturbed by discussions of sex, which naturally are included in pre-marital courses, it will doubtless be wise to work further with voluntary groups before attempting to establish such programs in public schools. At the same time, there are doubtless communities much more homogeneous than New York City, where such courses can be provided in the secondary schools. Education for family living is much broader than sex education in

the usual sense. Many of these problems could be discussed in a course in any public school without endangering the religious beliefs of the boys and girls or of their parents.

There is certainly a trend in education to emphasize the problems of human relationships. In view of the primary significance of the family, much more should be done to prepare young people for marriage and parenthood. A school whose staff feels unprepared to deal with the more intimate phases of family life could include realistic courses on other phases, such as the psychology of improved personal relations, or the making and spending of the family's money. Probably somewhere above 95 per cent of adults have fallen for blue-sky real estate deals, have made unwise stock investments, have bought unneeded things from overzealous salesmen, or otherwise wasted funds needed for family living. Almost 100 per cent of us have received no assistance in safeguarding ourselves from these things, in our formal education, at elementary, high school or college level.

THE SCHOOLS have no monopoly on neglect of opportunity for family education. For a long time it has seemed to me that social agencies, in particular, have neglected their opportunities to participate in community-wide education which would be helpful to families. The need for greater attention to education for family living is pretty obvious from the records of our divorce courts, from the behavior problems of children as revealed in the work of child guidance agencies, from the files of social agencies which deal with problems of family adjustment, and from the unorganized and uncounted evidences in the many family difficulties which never come to the attention of professional people but none the less mar the happiness of many families.

The decade ahead may bring with it problems we cannot now foresee, and perhaps some resources, not now apparent, for dealing with problems. Whatever comes, I am quite certain that the best education for family living will go on within family groups—in the wholesome and congenial sharing of experience characteristic of those who achieve genuine maturity. I am almost as certain that our schools will have to do more than they have done, and that social agencies and members of the medical and legal professions will be called upon to do more than they have been doing in the past. Adequate programs of family education will be developed only when enough of the people become convinced of their importance, and when all who have knowledge and skill to contribute really do their part.

What Segregation Does to Our Children

By LILLIAN SMITH

OUR yesterday was a small world, shut in by four walls. Today, those walls are falling, one by one. Some of them are falling quickly and others very slowly, and as we hear the crashing sound of it, some of us are thrilled because we love to think of a world without walls, and some of us are terribly frightened. Sometimes we are frightened, too, because as the walls begin to fall, we see more clearly the deep chasms separating the peoples of the earth, chasms that sometimes the walls can shut away from us. And when we look into them again, we see them there all around us throughout the world—chasms between groups of people and between people of the same color, and between people of different color and different religion and different economic status and different cultural background of every kind.

But because we know the walls are falling, we know that we must somehow get the courage to go to the edge of these deep chasms and look in them, that somehow we must have the courage to see how deep they are and how wide they are; because until we appraise this depth and this width, we shall not know either how to fill them up or to bridge them over. And we know that both jobs must be done. Some of the cleavages between human beings have been the result of conditions over which, until recently, we had no control. But most of these things that profoundly affect our lives and our children's lives have been made with our own hands and with our own hearts.

In looking at our own country and our own people we know that there is no cleavage, no chasm that is so deep and so wide as that one which we have named segregation, segregation which cuts us away from each other and from so much that is rich and creative in our lives.

There are not many of us today, I am sure, who think of segregation as merely a Southern tradition, as merely something pretty terrible which benighted white Southerners do to Negroes in the deep South. Perhaps we used to think that, but not any more. We are beginning to see it for what it really is: the most conspicuous characteristic of our entire white culture. We see it as a philosophy of life, a regressive turning away from reality, a taking refuge in the past, of going away from the present back into the past of our civilization and our own childhood. We see it,

too, as a complicated set of ceremonials and taboos that make it easy for us to shut out the sight of human needs, that make it very easy to slam the door on human rights. We see it as a technique used to get what we want by arousing fear in others.

Every one of us knows, as we have always known, that segregation is a mechanism which human beings use to shut themselves away from their trouble when they do not feel strong enough to come face to face with it. I sometimes wonder, thinking of Georgia and the children I know there, how many of us clearly see the effect of segregation upon the emotional growth of children who live under its power and its great pressure.

If we turn away from this country and look at Germany, somehow our imaginations are lighted up, and we can see it clearly in Germany. It seems more difficult for us to see it here among our own children. It is true that we who are grown, who have had a habit since the world began, I suppose, of rolling all kinds of obstacles across the path of children working their way to maturity, we know now that this war has put up a world-size sign on which is printed the words "Road Closed" across the path of millions of children. And it looks now as if there was not even a detour left open for many of them.

But I doubt if even war can be listed as a greater enemy of children than is segregation. War is like a terrifying accident that befalls a child, perhaps destroying it completely or crippling it forever. But there are some children, some generations, who escape it. Segregation, however, is different. It is an insidious, slow, creeping disease that destroys a child's emotional tissue, sapping his strength, making him a weak thing for life in a world that requires, above all else, psychic strength and maturity. And in a culture that is so largely organized around the principle and practice of segregation as is our American culture, it is difficult for any child to escape it, whatever his color, his religion, or his sex. We who live closely with children know, without being reminded of it, that it injures the personality of a child as much to segregate as to be segregated. It tears up the heart as much to hate as to be hated. We know that to humiliate is as destructive to personal integrity as to be humiliated. We know that self-esteem and security and dignity is something every personality

needs just as much as a body needs meat and fruit and milk and bread. We know that awareness of the needs of others is as important to emotional growth as having one's own needs filled; that the ability to identify with others, to move over and make room on this earth for the rest of the folks who live on it is actually necessary for our health and our happiness.

Knowing these things makes it impossible for us to be concerned simply with what people still call, too simply, the Negro problem. We are too familiar with the fact that in our white segregated culture we have made problems for every child living in it, white or colored, of every religion, on every level of his life. For we know that in our efforts to segregate ourselves from the Negro, in our efforts to solve the problem of our relationship with the Negro, we have had to shut out everything that reminded us of this problem and everything that gave us insight into it. And when I speak in such broad terms you must forgive me, because I still live in Georgia.

Sometimes I think that we can learn rather wonderful lessons from the demagogues. They are always right for the wrong reasons. Take the example of the ex-Governor of Georgia, Gene Talmage. A few years ago Gene felt a great need to win people to him, and so he decided that one of the most delightful and quickest ways to do so was to ban the reading of a great many books. Having only a fourth grade literacy in Georgia, folks don't like to read books much anyway, and this took the responsibility off of them, so to speak. They didn't have to read any books if Gene told them they didn't have to read any books, you see. He thought it would be quite a popular thing to do, and it was. He banned a whole series of books. Now, banning is something that we are very familiar with, North and South, but the kind of books and the specific books that Gene Talmage banned are books you should know about. First, he naturally banned books about Negroes. You would expect that. Gene doesn't have much time to read either, so he didn't know very many books about the Negro, but he banned every one that he had ever heard of, including Dr. Edwin Emery's book called "Brown American." You see, that scared Talmage, the very word brown instead of black. He also banned Howard Odum's book on "The Southern Region," an encyclopedic type of book of many, many pages, rather hard to read. Somehow you would not expect the farmers of Georgia to be sitting around reading Howard Odum's tome on "The Southern Region," but Gene Talmage banned it. Why? Because, if you will let me lapse into good old Georgia talk, he had "heard tell" that

there were some *facts* in it, and Gene does not believe in facts, because they would give insight into our way of life in the South.

He also banned books about the economic problems of the South, our agricultural problems, such things as the kind of soil we have. He felt that it would be safer if we did not know anything about ourselves. Then he banned a book on comparative religions, because the kind of little church that we still have in many rural regions in the South says a great deal only on the subject of Hell and sin. That is the kind of church that Gene Talmage wants there. You know what that kind of church has meant and what it means today, out in Detroit, for example, that type of primitive, ignorant church. What a great weapon it can be when you want to shut away insight from people. So Talmage banned any book on comparative or enlightened religion.

Then he banned a book which you should be very interested in. He banned Dr. Karl de Schweinitz's classic, "Growing Up." He felt somehow that we should not know where babies come from. Now that really is not irrelevant. It was very astute of him. Without actually knowing anything about all these matters, without being a scientist or ever pretending to be, he was a magnificent one. He banned everything about economics, race, religion, and sex that he knew about. He was keen enough to realize that the problem of white culture involved all of this. He knew that intuitively, instinctively, and he went about banning them all in what I would call a highly scientific way.

WE TOO, have done that, shutting doors, shutting ourselves away from everything that would give us more understanding. All these problems of our white segregated culture have woven themselves into our design for living in such a way that it is difficult to separate one from the other. Yet there is one special aspect of this whole affair that has troubled me a great deal lately. All of us are interested in the physical and emotional growth of children. We set up four ourselves and for the parents and the children with whom we come in contact a growth ideal, a norm which we call "emotional maturity." We believe it is possible for a child to leave his place in what we sometimes call the center of the universe, right after he is born, and to take his rightful place as simply one human being living with others. We believe he can grow up shedding his infantile desires always to be first, to sit on the front seat, to have the biggest and best of everything. We believe he can

(Continued on page 90)

The Economic Needs of Children

By JANE M. HOEY

BECAUSE I am one of a team today, I am going to limit what I have to say in terms of economic security for families with children. I want to talk about economic security for families in terms of the family as a unit with their children, and not about just children alone. When we talk about the child apart from his parents, it smacks to me too much of the Fascist government. What I want to know is how we can enable the parents to provide adequate care for their children.

I am going to use, with apologies, a few statistics which are from an article by Dr. Thomas J. Woofter, Jr., the Director of Research for the Federal Security Agency, which appeared in the January issue of the *Social Security Bulletin*. He uses some figures which I think are a little startling. In an analysis of the "non-farm" family income for 1940, he reports: Seventy per cent of the children in the non-farm families with incomes from wages or salaries only, are in families where there is on the average an annual income of less than \$237 per child per year. That means that a family of parents and two children have on the average an income of less than \$1,422 a year.

Children in families headed by women are particularly at a disadvantage. And one in every eight non-farm families is headed by a woman. In these families, those with three or more children have an average unit income of only \$151 per year, which means that a mother of three children has an average income of less than \$378 a year.

In general the low-income states are also the states with the largest number of children per family. There are very wide variations among the states in the average family unit income, which range from \$218 per year in Mississippi to \$586 in New York and \$620 in Nevada. Farm incomes are even smaller than those of the non-farm families, and at the same time farm families are larger. Nearly half the children, then, are growing up in relatively a few large families, with an extremely thin margin of economic security. Dr. Woofter indicates that the only remedy for this situation is to provide more adequate support for families, and extending social security is one essential method of achieving this objective.

It seems to me pretty important that we think about these family incomes when we are talking about providing security for families. I know no

better way to spend our money than to insure the families of the United States with children in them, quite irrespective of their nationality or race or color or creed, an adequate income with which to buy the essentials of life.

How are we going to do that? One of my associates in Washington has been talking about "sixty million jobs." Is it the dream of an impractical idealist? Then you and I ought to be impractical idealists also, it seems to me. How else can we provide for children unless we have jobs that give regular incomes to families?

What is more devastating to family life than irregularity of income? If you went through the depression, you know what happened to families then. What is happening today, even in this so-called period of prosperity, in families where there is no regular, adequate income?

I have given you the figures for 1940. There are communities from which people have moved or where there are no war industries that still have very inadequate income. There are all of the Southern states and the Southwestern states where the average per capita income is so low that it can't possibly buy the necessities of life. Have we in New York an obligation for the rest of the country? Yes, I think we have. I think we have the necessity of seeing that public services are provided on an equitable basis throughout the country. Are we doing it now? No, we are not.

What does it mean then, if we are going to have adequate health for children, medical care when it is needed, decent housing for them to live in?

We were making a study recently in the city of Washington, those of us who are interested in tuberculosis among the Negroes, and we found that 35 per cent of the Negro families were living in homes in which there was no bath and no toilet, and 20 per cent had no running water. How can we have decent health for children unless we get better housing for the family?

Have we adequate education? Of course we have not. The resources of many of the states are not sufficient, even the total base resources, to provide adequate public service. Recently, one of the governors in one of the Southern states asked me to come down and talk with him about how he could

have an adequate public assistance program. This field happens to be my responsibility, but I don't believe that we should plan for public assistance or any other public service except in the light of other necessary public services, such as education and health. Perhaps if we spent more for those we would need less for charity assistance.

In looking over this governor's situation, we found that he was spending something over \$4,000,000 a year for the aged and blind and needy people. What could he afford in that state? About five and a half million dollars in all. And if he had an adequate program, just an average program as compared with other states, he would need eleven and a half million dollars. So, obviously, there were not the resources within that state to provide the necessary public services, such as education and health.

WHAT does it mean? It means that we have to plan as a nation. We cannot have a group of isolated states that put up barriers against people coming from other states, just as other countries put up tariff barriers. We have to look at the nation as a whole, and we have to plan for the children of the nation as a whole and plan through their parents.

We want jobs for everyone, and it is the obligation of every citizen to have an interest in seeing that these are provided. It is not just the obligation of government so-called bureaucrats. It cannot be done that way. It has to be done by employers, by labor, by all of us as citizens insisting that it be done, that it is the economy we want in this country and the way we want to spend our funds.

But, there are hazards that come to every family, of illness, of unemployment, of old age, of premature death of the breadwinner. How are we going to provide for those? In this country we were very slow about developing social insurance programs. Our first workmen's compensation law was passed in 1910. We still have one state that has not a workmen's compensation law. There is no federal agency that has any facilities or any funds to help the states to develop those programs, and in some states they are very inadequate and do not extend to the diseases that grow out of occupation. They give merely accident insurance.

It was not until 1935 when the Social Security Act was passed that we took on provision for two other hazards, unemployment compensation and old age. In 1939, the Act was amended and did extend the old age benefits to survivors of young workers, too.

We have now, after nine years of operation, about 40 million people who are covered by the old age

and survivor's insurance, in commerce, in industry, about 30 million covered by the state unemployment insurance laws, but those vary greatly with the states as to duration, as to the amount of benefits and as to the disallowances in terms of particular state laws and administrative procedures. It is not a national system but is a state-by-state system. The old age and survivor's insurance is a federal system.

We have not yet provided for the people whose incomes stop when they become ill, and this is essential. There has been a great deal of agitation to the effect that the bureaucrats in Washington want to establish some regimentation for doctors, some control of who shall give medical care to whom, and all the rest of it. What the Social Security Board has recommended to Congress is merely that when people are ill, their income to their families and themselves shall not stop. It seems to us so axiomatic that some provision be made for this period, that we thought there would be not much discussion about it. There has been a great deal and a lot of red herrings drawn across the trail.

You know, a person has to be available for work if he is going to receive unemployment compensation. If he is not available for work, through illness or any other reason, he cannot receive that benefit. So that when a person is ill, his income stops just when his expenses are going up and children's lives are jeopardized by that. Now, surely we ought to be able to plan for such emergencies.

Furthermore, one of the things which uses up the savings of families so they cannot provide for their children is the cost of medical care, hospital cost, particularly, and the Social Security Board has made a recommendation that there be an insurance system developed by which people would have the money to pay for their medical care, however it is provided. Certainly we want to maintain the right of the individual to choose where and how we shall get his medical care.

I personally believe, although I have responsibility for public assistance, that the method of providing for needy people which we are using at the present time is wrong. Most families do not earn enough to have sufficient savings to meet emergencies. I think those emergencies ought to be met through a social insurance system. The old age and survivor's insurance seems to me quite ideal, when the employer and employee both contribute toward that. In unemployment compensation, in most of the states, it is provided that the employer makes a contribution but not the employee. Personally, I think the Social Security Board would like to see a national system

for unemployment compensation so that the benefits would be the same in all of the states, that both of the insurance programs be extended to the people who are now not covered—the agricultural workers, the domestic servants, people who work in educational, charitable and other types of institutions.

But if you had the broadest coverage of social insurance, you would still find some families who were not covered because of illness or some other reasons or whose benefits were not enough to meet their needs. So you need a flexible public assistance program to supplement those insurance programs. I would like to see us get going on that. I would sacrifice any public assistance tomorrow if we could have broad coverage of social insurance, and have it met on the basis that people know what they are going to get, can count on it, and their children know what they are going to get and they know they won't be without money when they are in need.

In relation to the public assistance, what is our situation today? The planning is administered by the states and the localities, and we all agree that it should remain there, but there are great inequalities between the states, especially in terms of the amount of money they put up—the federal government merely matches what the states spend up to certain maximums.

The Social Security Board is recommending the following: That we pay at least fifty per cent of the cost of meeting the needs of families with children and single individuals when the state has determined they are in need, and we pay half the administrative cost and half the assistance cost; that in those states with low average per capita income, we meet up to seventy-five per cent, because we find it is the only way in which those states can give adequate care for families; that we take care of the medical needs of families on the assistance rolls by again supplying fairly large sums of money to the states to match their appropriations for medical care.

There are a large number of other recommendations, but they are minor compared with the above.

What is happening today? Many children are not getting adequate care who are eligible under the federal Act, because of the restrictive legislation in the states. If there is one great pious hope I have, it is that residence requirements will be eliminated in this country and that the children will not be deprived of care just because their parents have not lived a whole five years, or one year, or what have you, in one place. Three million people today have moved, have been begged by industry in the various

states to move from one place to another, and when they get there and the father falls ill, he cannot get care and his children don't get care because of these nonsensical settlement and residence laws. Of course, I mean this only in reference to public assistance. You need residence laws for other purposes, but I am saying that people who are in need have the right to that help if we have a democratic society. It should be that when you are able to work you contribute, and when you are in need you have the right to assistance.

DO WE recognize that these families in the low-income group are human beings? Sometimes I think we don't. We put up so many barriers to their normal development. I am stressing this economic income because I think it is so basic to our whole problem. Let me cite to you what the provisions of the federal government have done under the Social Security Act and suggest to you that maybe we have not had the spokesmen that are loud enough in stating the needs of parents with children. We have been going now for nine years under the Social Security Act. That Act covers the grants to the states for public health service, for those three programs under the Children's Bureau, the Child Welfare Services, Maternal and Child Health and Crippled Children, the administration of unemployment compensation and the three categories of assistance to the needy, aged and blind and children.

During those nine years \$3,100,000,000 have been given to the states under the Social Security Act. Where has it gone? Of this amount, \$2,200,000,000 has gone for the care of the aged. We have given to the states one-sixth of the amount for children that we have given for the aged. Why? Two million aged are under care and about 640,000 children; this was up to about 900,000 but it dropped during the depression.

What is the matter? Are there fewer children in need? No. The answer is that the aged are voters. They are articulate, they are organized. The aged need it, of course, but there are no equal spokesmen for children. Their parents cannot speak for them articulately, they are not organized, and so the people who make the appropriations do not pay much attention to them.

Can we not take an interest on this broad base, see that we do provide economic security for these children? Can we see that parents have enough with which to do what most of them want to do for their

(Continued on page 88)

Children Abroad Today

By CAPTAIN ERNEST M. GRUENBERG

THE restrictions on wartime traveling have kept most of the authorities on children from getting around and seeing what the problems are in different parts of Europe. But as a medical officer in the 101st Airborne Division, I have been lucky enough to have crossed to England with the American Merchant Marine, flown to France with the American Air Force, and then traveled across France and Germany and into Poland at the expense of the German army (as a prisoner of war).

After a stay in Poland I traveled, this time at the expense of the Russian army, to Moscow, then flew back to the United States with the American Army. So I have seen something of Europe in these days, though what I saw of France and of Germany was seen largely from behind barbed wires and from freight box cars.

I think, however, that from a general knowledge of what Fascism is, the sort of economic and cultural program it has, we can guess a great deal about the condition of children in France and in Germany. I noticed that in France, wherever I went, even before our Army arrived, it was very evident that the French people had not lost their spirit of resistance to the Nazis, that they had kept their self-respect, and that the children were very active in all aspects of the resistance movement. We prisoners could see that even from the box cars. People almost under the noses of the German guards would give us the "V" sign and smile at us and try to throw food to us. When I occasionally did get a chance to talk to the French people, they were full of pride in their nationality and what their country was going to do after the war, and they had a great deal of confidence in themselves.

This was in great contrast to what I saw in Poland. Poland, of course, was not as well organized to resist the sudden onslaught of the Germans, and it seemed to me that during the five years of occupation in Poland all the leading people, leading in any respect, had been removed, either by killing them by the hundreds of thousands, or by removing them to Germany for hard labor.

Among all those leading people were, of course, all the Catholic priests. No church has been open in Poland since the beginning of the war. All the teachers were either at hard labor for the Germans or

killed. Every person who had what could be described as self-confidence, aggressiveness, willingness to give-and-take in life, to bear responsibility for his family and for his community, or to exert any determination to preserve his national culture, everyone of them naturally came up against the German authorities and was eliminated.

So what I saw in Poland in the winter of 1945 were people devoid of self-confidence and devoid of determination to make themselves into a self-respecting nation. They don't know how to do it. They want an independent Poland, but there are few left in the newly liberated areas to lead them.

After the Red army came, I went into a town near where I had been staying and took over the medical practice of the town for about a week. After the German doctor had left with the other scared rabbits, no doctor remained. The German had been living in the Polish doctor's home, and there I lived with his family until I started to make my way to Moscow.

I saw a lot of Polish families during that time. I went into their homes, talked with them, had meals with them, and I observed the children. The children, of course, had lost their self-confidence, too, because their parents had none. They are very well "disciplined," they do exactly what they are told, because for five years they have known the consequence of not doing what they are told. But as a corollary to that, they exhibit very little spontaneity. They are afraid to be playful, because if you are playful it is easy to make a mistake.

One little episode that impressed me very much was a story the Polish doctor's wife told me. I think you can see the picture as I saw it when she told it to me: Under the Germans, whenever this mother went out in the street with her children, she had to step off the sidewalk for a little Nazi youth organization boy of nine or ten. How could a child keep his respect for his parents when he sees them kowtowing and bowing to a little boy in a Nazi uniform?

During the past five years, the children in Poland have had no formal education at all. As a consequence, there are ten- and twelve-year-old children who cannot read and write. There are fifteen-year-olds who have had nothing but a primary school education, and had been working ten hours a day in factories and machine shops while the Germans were there.

There are young people of eighteen and twenty who have had only an elementary school education, and it is these young people who would normally be going to college (having finished the equivalent of high school), and who would be able to teach the younger ones. Now they are not well enough educated themselves to teach the younger ones. There is hardly any one left in Poland to run the factories, to develop new industries, to reorganize the farming communities and teach modern methods. There is simply no one who knows about these things.

The nineteen year old son of my hostess, a very bright young fellow, had been working for the Germans for five years in an automobile repair shop. He is a nice boy, clever and a good mechanic. He wants to be an engineer. He had finished only the eighth grade in school, and now he is almost twenty years old. It will be some time before he will ever be able to go to a school to get prepared to go to college or to get a technical education. I don't know the answer to such problems.

There is another feature of life in Poland today which makes the whole situation very bad, and that is that the older people don't know what they want for their future. They have no clear ideals. They don't know what traditions of their own national history they wish to further. They don't know where they are going. So the young people, of course, have no culture, no ideals, no future which they can clearly see and plan for.

Eventually it will be straightened out, of course, but it is going to be a long, tough job for these children, especially since the older people, the parents, are almost all mediocre people, the others having been

eliminated. So it is going to be up to the young people of Poland, more than in any other place that I can think of, to make the future of their country. If our future belongs to our young people, the whole of the present as well as the future of Poland belongs to the children of Poland.

When I got to Russia on my hitch-hiking expedition I saw a great contrast. I don't think we need worry about the lack of self-confidence in the children of the Soviet Union. They have plenty of it. I saw orphaned boys and girls—I imagine most of them are in the rear areas—but I saw some with the Red army units at the front. They were anywhere from ten to fifteen years of age and were army mascots. Although they were hardly having a normal family life (usually their entire families were gone), still the Red army unit seemed to make a family for them. These children would strut around the headquarters office and act as if they were the colonels, and interrogate us as if they were the intelligence officers. They showed just as much self-confidence and assurance about their future as could be hoped for under such difficult conditions.

If we consider the future as belonging to the young people, if we consider it from the international point of view and realize that the future of international relations, and world unity will depend largely upon the attitude toward other nationalities that our children have, then I think you will realize that one of the big problems for the children of America is to get a clear understanding of what the young people growing up with them in other countries are going through, and what the problems are which Europe and Asia will have to face.

THE CHILD STUDY ASSOCIATION OF AMERICA

announces a new pamphlet

to be published soon in cooperation with the USO Committee of the National YWCA

FATHER COMES HOME

A simple and helpful booklet, with lively illustrations, which discusses the special adjustments of the soldier who returns to his wife and children.

Some of the topics to be included are:

When He Really Comes
Celebrating His Return
Who Is More Important—Parents or Children?
You Both May Be Different
Time Marches On for the Children

Getting Acquainted with Dad
If There Is a New Baby
Children May Be Jealous of Their Father
Discipline Through Affection
If You Need Special Help

PRICE 15 CENTS

Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

After my husband went into the service, I found it necessary to go to work in order to supplement the family budget. I was able to make fairly good arrangements for the children, now three and seven, and I liked the plan better than that of living with my parents. I've enjoyed my work and done well in a field that interests me. Now we are all excited because we've heard that my husband is coming home. But I'm wondering whether it is right for me to keep on working after he's back in his civilian job. What troubles me is, first, is it right for women to keep jobs when so many will be needed for returning service men? Second, Do children of the age of mine need their mothers at home? Third, Will working outside, in some way, be bad for my husband? (In his letters he says, "do whatever makes you happiest.")

Your first query raises the whole question as to whether "the right to work" does not belong equally to women and to men. Perhaps we work not only to earn a living but also because many of us feel that it makes a better life for us. If women have capacities which can be used in useful work which they enjoy, both they and the nation stand to gain by it. What we hope is that after the war employment conditions will be favorable enough to allow plenty of opportunities for men and women.

It isn't possible, however, to give any general answer to your other two questions. The decision must be determined by your individual situation. Usually young children and their mothers need a good deal of each other and to learn to know each other well. While children are of school age or younger it seems important that the mother have a job which is at least flexible as to hours, and an employer considerate of the fact that she also has obligations to her children. She needs to be on call should the home situation demand it. This means not only when children are ill but when they need more of her for any other reason. I believe you will want to be sure that you are managing both your job and your home well, and that means not merely efficiently, but so

that the children in it are happy and developing soundly.

As to your husband, the effect on him will again depend on individual factors. Perhaps you can proceed tentatively until you find out what he really wants. You may find that financial help from you may make his own adjustment easier. On the other hand, you may find that he makes so many personal demands on you at first that you have no time left for anything else. Or perhaps he may find the changed family pattern upsetting—one adjustment too many to face just now. The main thing is to leave the final decision open until you see how you all feel after he has been home for a time.

My son's favorite friend is a Negro boy in his class who sometimes comes home with him after school to play. My child is looking forward to having this boy for a visit at our summer cottage. Knowing the prejudices of my summer neighbors, I'm not sure whether I ought to let him come. I am puzzled about what would be best for both of these boys, at the age of ten. What do you think?

If you believe in the democratic way of life, then you certainly will want to have this child come to your home the same way as other children do. But you will also have to talk the whole thing over with your own boy so that he will know what the attitudes of some people may be. If he understands what may happen—that the other children may behave badly and embarrass him and his friend—he may not want to risk this. But if he is willing, so much the better. Even at that age, you can give him a feeling that he will be "doing the right thing" for himself and helping to make a better world for his friend and for other Negro children, even though it may involve some personal discomfort for both of them. It is by just such moral courage on the part of individuals that the world grows toward better attitudes, however slowly.

You are probably worried, however, that while you are giving your son this lesson in moral courage, his friend may be made uncomfortable to the point of regretting his coming. You will probably have to be "on the job" yourself pretty constantly during his visit, to guard against unfortunate incidents. You can probably plan to be with the boys when they go places, and to invite in especially those children you

can count on to be friendly. And I suggest that you do some ground work among your neighbors in advance. I believe that whatever special demands on your time and effort this visit may make, the gains both for your son and for his friend will be worth it.

My daughter was twelve when her Dad went into the Army three years ago. Now he is back from overseas, and is surprised and upset to find her leading such a different life. He disapproves of her dates, her make-up and her clothes, and is constantly scolding her and me about them. Is there anything I can do about this friction that seems to be growing between us all?

It is easy to understand that your husband might find the change in your daughter quite startling. He has not had the experience of seeing her slip gradually into these more grown-up ways, and probably still thinks of her as the little girl she was when he left.

Many returning fathers find it hard to fill in these gaps, particularly when their children were either very young or at early adolescence when they left. These are the periods when children seem to change most rapidly.

You can help your husband to understand something of what has gone on while he was away. Perhaps he will be reassured when he sees that most of the girls of your daughter's group are beginning to have dates, and use lipstick and nail polish too. You can explain that they all need to dress alike and to follow the latest clothes fad, whatever it may be, and that it is characteristic of her age for her to want to do just what the others do and, at the same time, to try to act as grown-up as possible.

He may fuss a lot about your daughter, but this is surely only one of the many adjustments your husband must be facing on his return. Can you see why he singles this out and makes so much of it? Perhaps even if he had been home all the time, he might not have found it easy to accept her new role as an independent, maturing young person, seeking her own friends in her own way.

Your daughter too can begin to see behind her father's "crabbing." You will help her to take it more easily if you show her that this is one of the things that Dad has to have time to catch up with. Gradually she will show him that she is more grown-up and dependable, as well as more independent.

You can act as interpreter between the two; it is your sympathy and understanding of them both that will ease the tension for the family.

I attended your conference in March and heard Dr. Luther Woodward stress a boy's need to identify with his father. I am divorced and have a son of six who lives with me. How can this need be met in my son's case?

Ordinarily a boy establishes his identification with his father through the casual contacts, day-by-day observations and the shared experiences of family living.

When parents are separated or divorced, it is necessary that a special effort be made, particularly by the mother who has the custody of the child. Of course, no one becomes separated or divorced without developing a mass of antagonistic feelings in the process. I am sure that this must be true in your case, too, but you should strive to protect your boy against the effects of your quite natural feelings. If possible, help him to feel that his father is a fine, honorable man, despite the fact that you two were unable to make a good life together. A child should not be asked to bear the burden of rejecting a person to whom he is normally attached. This is more confusing for him and more dangerous to his sound development than adjusting to the irrevocable loss of a parent through death.

When these considerations are pointed out to mothers, I find that many of them think it is unfair to ask them to carry this additional responsibility. It is indeed a difficult task in the face of their own privations and bitter feelings. However, long observation shows that, not only for the sake of the child but also for the sake of the mother who wishes to maintain happy relationships with him, it is necessary for her to try to preserve for the boy a father or father image that will help him adjust himself as he matures into manhood.

Over and over again we find that a child is likely to idealize an absent father with whom he cannot actually have warm, human relations, and to do this not with regard for the realities, but in response to his own urgent need for a father to whom he can look up. Especially during adolescence will a boy who has been alienated from his father tend to turn away from his mother and sometimes feel quite hostile toward her if he believes that she has been deliberately responsible for depriving him of his father. It does not matter that the divorce has been no fault of her own; the boy may have this feeling.

A divorce can hardly avoid leaving its hurts and deep marks. But where the parents recognize the fundamental needs of children and really want to help them, then a minimum of harm will result.

Suggestions for Study: The Decisive Decade Ahead

GUIDING PRINCIPLES

I. SOCIETY CANNOT AFFORD TO NEGLECT THE NEEDS OF ITS CHILDREN

All children need security, love and a free road to maturity. When these needs are not met, society pays the price in terms of physical and mental illness, crime and divorce. Yet we continue to concentrate on "patching up" and fail to set up social machinery to apply the very considerable knowledge we have now and might use in prevention.

II. PARENTS MUST BE HELPED TO UNDERSTAND AND GUIDE CHILDREN

We need more adequate and widespread education for family life. This cannot be a text-book affair; it must emphasize the development of sound attitudes and relationships. It must encourage the development of self-confidence in children and a cooperative spirit. It must provide for them sound sex education from the earliest years and normal love relationships with parents of both sexes.

III. ALL CHILDREN MUST BE PROTECTED FROM POVERTY AND WANT

We are apt to forget that a large proportion of our nation's children are growing up in homes dominated by poverty and insecurity. Even now, in these prosperous times, a good part of our children do not have enough to eat or decent places to live, or reasonably adequate schools. Some sections of our country are too poor to support the needed services; the problems can be solved only on a national basis. In this day of rapidly shifting population, no part of our country can escape the evils bred by want and ignorance in any other section. We must all work together for the protection of all of our children.

IV. CHILDREN MUST BE PROTECTED FROM SEGREGATION

All our children are endangered by the policy of segregation which dominates our white culture. Segregation and hatred are a threat not only to the minority groups which they shut out, but to the dominant group as well. We teach our children ideals of love and maturity, only to throw them into hopeless conflict when they attempt to apply these ideals in our segregated society. Thus we bar their road to mature living.

V. THE CHILDREN OF EUROPE AND ASIA MUST BE SAVED

In the war-torn lands of Europe and Asia the plight of children is almost too terrible to contemplate. The basic needs for food, clothing and shelter have reached desperate proportions in many areas. The disruption of families has destroyed the very minimum of security for thousands of children. Degradation and terror have taken a toll at which we can only guess. The disruption of educational facilities has left a whole generation ill-equipped for the tasks ahead. In some lands hope and leadership have all but vanished; in others a spirit of optimism and the will to build anew is still alive. To no small degree the peace and future of the world depend on what we can do to salvage these children. An adequate

program of help may mean a continuation of shortages and inconveniences in our own lives. But can we or would we want to escape the responsibility?

QUESTIONS FOR DISCUSSION

1. The Elliots are intelligent young parents and they have tried hard to encourage independence in their children. Jackie, the oldest, could dress alone when he was three but now at four he dawdles and begs for help. His mother is pretty busy with the new baby and she finds herself getting cross and impatient with Jackie. It would be quicker and easier to help him dress but she's afraid of spoiling him. What should she do? Can you account for Jackie's behavior?

2. In your state what are the residence requirements which must be fulfilled before public assistance can be given? Discuss such limitations in terms of the needs of children of migratory workers.

3. A northern college includes a few qualified Negro students in its predominantly white student body. One of the Negro girls, a day student, has been friendly with a white girl in her classes, and has invited her to her home for tea. The white girl is anxious to accept but her parents object strenuously, fearing the "social consequences" for their daughter. Are they justified? Is this nineteen-year-old girl justified in continuing the friendship despite her parents' objections?

4. Do you believe that rationing should be continued in this country after the war to insure supplies for the devastated areas of Europe and Asia?

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BUY FOR VICTORY

SEVENTH WAR LOAN DRIVE

Book Reviews

All About Feeding Children. By Milton J. E. Senn, M.D. and Phyllis Kraft Newill. Doubleday Doran, 1944.

At last we have a long-needed book for parents—a well-written and easily understood book on the feeding of children in which the emotional as well as the nutritional aspects are clearly presented.

During the past thirty years extremely rapid and important advances in the field of nutrition have been made. Formula-making has reached a state of near perfection, with preparations of cows' milk which almost parallel human milk in their proportion of food elements, caloric value, and digestibility. Many vitamins have been identified and their importance clearly demonstrated. Pasteurization and techniques of sterilization have given mothers a new assurance in the safety of their infant's food.

But unfortunately all of these valuable contributions tended to give to mothers and physicians alike the impression that infant feeding at its best was a matter of technical skill, and to scorn the sound values of breast feeding. This attitude was expressed in a statement by a well-known obstetrician: "Any mother who nurses her baby is living in the horse and buggy age."

And so new formulas were devised and formulas were forced on babies (every child was required to take so many calories per pound) and certain foods such as spinach were made absolute "musts" in the menu for the healthy child. In addition, all children were placed on precise routines of feeding; and they were expected to respond in precisely the same way.

The last decade, however, has brought with it much insight into the emotional factors involved in proper feeding—the understanding that feeding attitudes in early infancy and childhood are the basis for other behavior patterns of life and often lay the foundations for a happy or unhappy life adjustment in the years which follow.

In *All About Feeding Children*, Dr. Milton J. E. Senn, a psychiatric pediatrician, and Phyllis Newill, a dietitian, have finally brought together the most recent knowledge concerning the psychological as well as the purely nutritional aspects of child feeding. It contains an encyclopedic amount of information, much of which should prove especially reassuring to mothers who are inexperienced or over-anxious. And without taking the place of the pediatrician, it has

complete answers for practically all the feeding questions so often asked the child's physician. The problems of feeding schedules, breast feeding, formula-making, weaning, poor appetite, allergies, colic, and constipation are among the numerous subjects discussed in the light of the most recent knowledge.

There is one especially valuable section on "The Effect on Appetite of Certain Physical and Emotional Influences," which should be read and re-read by every parent who finds his child a feeding problem. "Make It Easy for Your Child to Enjoy His Meals," "Suggestions for Making a Mealtime Attractive," "Good Table Manners," "Eating with the Family," "Traveling with Young Children," and a present-day problem, "What to Do When Meat Is Scarce," are among the other numerous interesting and instructive chapters.

The advice on the emotional and nutritional aspects of child feeding would seem enough for any one book, but Senn and Newill have added to the value of their volume by including several hundred tested recipes for foods and beverages that children enjoy. And, in addition, are suggestions for the school lunchbox, for parties, picnics, and holidays.

All About Feeding Children is a valuable book on child care which can be read and re-read by all parents and one that will undoubtedly make for less anxious parents and healthier, happier children.

MILTON I. LEVINE, M.D.

The Doctor's Job. By Carl Binger, M.D. W. W. Norton and Company, Inc., 1945. 243 pages. \$3.00.

During the past half century, medical science has developed enormously, opening up dramatic new insight into many of the ills of mankind, their prevention and cure. In *The Doctor's Job*, Dr. Carl Binger takes stock of this progress, evaluating the present state of medical knowledge with a wisdom and warm understanding which give this book a rare distinction.

It is a compact and very well-written volume, that discusses many topics of practical concern to the non-medical public, and by its straightforward attack dispels some of the mystery with which doctors love to surround their professional concerns. Dr. Binger shows how the role of the family doctor changed to one requiring almost more skill and knowledge than any one man can possess, as medical research devel-

oped new fields of specialization; how the patient himself was lost sight of as doctors concentrated on his specific symptoms; and how medicine today has swung back to a concern for man *as a whole*. The deeper understanding of psychiatry and psychosomatic medicine, which deals with the close interplay of body and mind, is the prime agent in this change.

The Doctor's Job stresses the importance of the relationship of doctor and patient "not as a sentimental one but as containing within it the so-called *transference* situation which, by mechanisms now better understood, possesses stupendous powers for good and ill." It presents simply and effectively the contribution of psychoanalysis to psychiatry and medicine. It summarizes briefly many of the recent achievements in the "cure" and control of diseases, including the startling new discoveries in the field of chemotherapy. Also discussed are the questions of medical ethics, the matter of fees, and some of the controversial issues of socialized medicine.

Underlying the entire volume is the basic concept of man as a complex human being and of the subtle interplay of his physical, mental and emotional processes. Dr. Binger's assured, understanding picture of the dynamics of psychological difficulties and mental illness should do much to change the feelings of stigma still so often connected with any of these problems.

For parents and for all students of human behavior the chapter on "Some Common Psychiatric Problems" is of special importance. In a few compact pages, the author discusses the intricacies of human relationships from the developmental point of view and stresses the essentials of emotional health for individuals in their family setting. This section alone might well form the basis for another valuable book.

ALINE B. AUERBACH

Teacher in America. By Jacques Barzun. Little, Brown & Co. Boston, 1945. 321 pages. \$3.00.

Jacques Barzun teaches history in Columbia College, a small institution, he carefully reminds us, that is not to be confused with the larger university of which the college is a part. He has written a curious book, one that is at once witty and dogmatic, wise and arrogant. It has quotable sentences in abundance, many of them bright restatements of opinions long since expressed by others. It is a book that has dash and spirit and vigor; it is as easy to read as a best seller, and exemplifies Mr. Barzun's thesis

(Continued on page 91)

Radio Programs for Children

IN THE Winter issue CHILD STUDY reviewed the serial programs for children offered on the networks during the late afternoons. On Saturday and Sunday mornings the networks offer a variety of programs for juvenile listening. Most of these are more suitable for younger listeners than are the adventure serials.

Outstanding among them are two fantasy programs:

Let's Pretend. Saturdays, 11:05-11:30 A.M.* CBS.

Adaptations of favorite fairy tales well dramatized and beautifully presented. Excellent selections, script, incidental music, and performance by a cast of talented young players combine to give this program the distinction of numerous awards and fifteen continuous years on the air. Addressed to a wide age range. (6 and over.)

Land of the Lost. Saturdays, 10:30-11:00 A.M. American (Blue).

A fantasy of the undersea adventures of two children in quest of lost toys. Original characters, intriguing sound effects and abundant humor make a lively and likeable program. While the humor sometimes seems a bit adult, the incidents are child-like and the program appeals to younger children as well as to parents who listen with them. (6 and over.)

The three juvenile variety programs which follow have had a long life, somewhat difficult to explain on a basis of their appeal to children. The chief value of all three would seem to be the opportunity they offer to develop young talent:

Rainbow House. Saturdays, 10:00-11:00 A.M. Mutual.

A presentation of juvenile performers in singing, dancing, and other features, without either the spontaneity of amateurs or the finish of professional performers. Occasional inclusion of educational features does not redeem a program of mediocre caliber. (Any age.)

Coast to Coast on a Bus. Sundays, 9:15-10:00 A.M. American.

A somewhat livelier juvenile variety show in which the songs and other presentations are appropriate to

* All hours given are Eastern Wartime.

(Continued on page 88)

Books for Children

Supplement to the Fall listing of "Books of the Year 1944"

Selected by the Children's Book Committee of the Child Study Association of America

For Children Up to Twelve

THE SLEEPY FOREST. By Naoma Zimmerman. Illustrated by Joe W. Tillotson and the author. Ziff-Davis. Unpaged. \$1.25. Appealing animal pictures in a "sleepy" story for bedtime. (3-5)

GORDON THE GOAT. Written and illustrated by Munro Leaf. Lippincott. 48 pp. \$1.00. This author's characteristic fun in story and illustrations about a goat who decided to think for himself. (4-7)

"WATCH ME" SAID THE JEEP. By Helen Ferris. Illustrated by Tibor Gergely. Garden City. Unpaged. \$1.00. Hilarious picture-story of a most unexpected Army episode. Fun for any age, but chiefly 4 to 7.

THE LITTLE STONE HOUSE. By Berta and Elma Hader. Macmillan. Unpaged. \$2.00. A family really builds a house in an attractive and meaningful picture-story. (5-7)

BABY JACK AND JUMPING JACK RABBIT.

HOP-A-LONG. By Loyd Tireman. Adapted by Evelyn Yrisarri. Illustrated by Ralph Douglass. University of New Mexico Press. Unpaged. \$1.25 each. Baby animals in the desert in two gay and amusing picture-stories. (5-7)

TIMOTHY-TICK-TOCK. By Naoma Zimmerman. Illustrated by Margaret Gardner and the author. Ziff-Davis. Unpaged. \$1.25. What time means and how to read the clock, told in text and diagram for children ready to learn. (4-6)

LITTLE JONATHAN. By Miriam E. Mason. Illustrated by George and Doris Hauman. Macmillan. 128 pp. \$1.25. The happy adventures of a seven-year-old pioneer boy and his family. Appropriate and amusing illustrations. (5-8)

SKIPPY, THE SKYE TERRIER. By Dorothy K. L'Houmeu. Illustrated by Marguerite Kirmse. Lippincott. 60 pp. \$1.75. Appealing illustrations enhance a lively story about a "problem" dog. (5-8)

UNCLE SAM'S STORY BOOK. Compiled by Wilhelmina Harper. Illustrated by Grace Paul. David McKay. 144 pp. \$2.00. A fine collection of stories skilfully chosen to reflect the flavor and background of various periods and sections of American life. (7-10)

A CHILD'S GARDEN OF VERSES. By Robert Louis Stevenson. Photo-illustrations by Toni Frissell. U. S. Camera. 95 pp. \$2.00. Bright and imaginative photographs bring fresh charm to these beloved verses. (5-8)

THE GOLDEN DICTIONARY. By Ellen Wales Walpole. Illustrated by Miss Elliott. Simon and Schuster. 94 pp. \$1.50. A profusion of colorful pictures invite the young reader to an interest in words. (7-10)

PLAY SONGS OF THE DEEP SOUTH. By Altona Trent-Johns. Illustrated by James A. Porter. Associated Publishers. 33 pp. \$2.15. Musical games, carefully explained, in an inviting book, with attractive drawings of Negro children of the South. (4-8)

For Older Boys and Girls

LORD OF LONDON. By Cora Burlingame. Illustrated by George Richards. Appleton. 291 pp. \$2.50. The dramatic and exciting adventures of Dick Whittington, amplified into a book-length tale.

WE OF FRABO STAND. By Loring MacKaye. Illustrated by Elsa Jemne. Longmans. 242 pp. \$2.25. A boy in the 14th century Denmark proves his mettle in an exciting adventure story of spies and fighting.

TREASON AT THE POINT. By J. C. Nolan. Illustrated by Henry C. Pitz. Messner. 224 pp. \$2.00. The background of Benedict Arnold's treachery in a lively story in which many famous characters of the period are freshly presented.

NATHAN HALE, PATRIOT. By Martha Mann. Illustrated by Victor J. Dowling. Dodd. 343 pp. \$2.50. Vivid picture of our Revolutionary struggles in which a very real Nathan Hale emerges as an alert boy, a romantic youth, an inspired schoolteacher and an ardent patriot.

GARIBALDI. By Nina Brown Baker. Illustrated by Louis Slobodkin. Vanguard. 315 pp. \$2.50. The life of this colorful hero makes welcome reading about an important but little known figure.

VICTOR HERBERT, AMERICAN MUSIC-MASTER. By Claire Lee Purdy. Illustrated by Everett Shinn. Messner. 271 pp. \$2.50. An entertaining biography that bursts spontaneously into song as it pictures our recent past.

FOR COUNTRY AND MANKIND. By Bernard J. Reines. Longmans. 241 pp. \$2.25. How great men and women found their life work in science, literature, education and other fields, in a group of inspirational one-act plays.

WE BUILD, WE FIGHT! THE STORY OF THE SEABEES. By Hugh B. Cave. Illustrated with photographs. Harper. 122 pp. \$2.50. Thrilling, vivid account of the Seabees on the job in all theatres of war. Excellent photographs.

SINISTER ISLAND SQUADRON. By Frederic Nelson. Litten. Dodd. 251 pp. \$2.00. An exciting story of the Naval air arm in this war, with stress laid on victory—not vengeance.

WARHAWK PATROL. By Rutherford G. Montgomery. Illustrated by Clayton Knight. McKay. 246 pp. \$2.00. An action-packed story of flying and spy-hunting during the North African campaign.

NORTHERN TRAIL ADVENTURE. By West Lathrop. Random. 217 pp. \$2.00. A courageous boy in the North woods works alone to save his father's ranch in a modern story of the Canadian Mounties and their dogs.

THE SECRET SPRING. By Emma Atkins Jacobs. Illustrated by Margaret Ayer. Winston. 234 pp. \$2.00. The Chautauqua Circuit is the background for a story about a mystery trunk, a musical family and their shy daughter who becomes a belle.

PLAIN CLOTHES PATRICIA. By Mary Urmston. Doubleday. 218 pp. \$2.00. A trunk full of beautiful textiles starts Patricia on her career as a designer and a good citizen.

SHIPMATES IN WHITE. By Jean Dupont Miller. Dodd. 224 pp. \$2.00. An exciting, timely tale of Navy nurses on a hospital ship in this war.

JOAN CHOOSES OCCUPATIONAL THERAPY. By Meta Cobb and Holland Hudson. Dodd. 214 pp. \$2.00. Up-to-date and authoritative survey of this useful field, in a slightly fictionalized account.

WITHIN THE CIRCLE; PORTRAIT OF THE ARCTIC. By Evelyn Stefansson. Maps by Richard Edes Harrison. Illustrated with photographs. 242 pp. \$2.25. This colorful account of a fascinating land and its inhabitants is a challenge to our preconceived notions of Arctic people.

(Continued on page 88)

Annual Report of the Child Study Association of America

THE Annual Conference of the Child Study Association of America was held at the Hotel Roosevelt on March 5, 1945. In the absence of the president, W. Carson Ryan, Frank E. Karsen, Jr., Vice President, opened the meeting. The Director, Sidonie Matsner Gruenberg, reported on the activities of 1944 as follows:

"Interest in children seems to have grown enormously since our last conference. On a tour of the Western coast, I found everywhere a tremendous acceleration in the concern for families and children. And, as you know, we can hardly open a newspaper today without finding articles on woman's place, that uncertain place we have been discussing for so many generations, on the needs of working mothers, on child care and on overcoming juvenile delinquency.

"As repercussions of this kind of interest find their way to our headquarters on Fifty-seventh Street, we find ourselves in the position of many of the retail merchants in this country—we have more customers than we can supply with goods.

"Since Pearl Harbor, we have continued our efforts locally and broadened our demonstration and workshop activities. In spite of travel restrictions, we have been reaching out to the wider public through our publications and through institutes at headquarters.

"Last year I reported that we had written two pamphlets for the USO Committee of the National YWCA. We are very pleased that these two pamphlets, *What Makes a Good Home* and *What Makes Good Habits* have been very widely distributed by the hundreds of thousands, through the USO centers and about twenty other organizations who ordered them in bulk with their own imprints. We have also worked with the American Association of University Women on a study outline for group leaders. And we are now working with the same USO Committee on pamphlet to be called *Father Comes Home*.

"All of these publications, and others, in addition to our bibliographies and book lists, which are distributed to the extent of about a hundred thousand, constitute our way of reaching out to the nation.

"Besides their trips and lectures and consultations with committees, and so on, the members of the Association's Staff reach a larger public by means of articles for a large variety of publications. To sug-

gest the range of this reach, we have done articles for the *Red Book* and even *True Confessions*, and also the *Annals of Political and Social Science* and the *Journal of Educational Sociology*.

"Our Consultation Service, which represents our most intensive work with children, has increased 35 per cent over the previous year, and that without any promotion or publicity. We give free service to the families of servicemen. The case material and the experience which the staff derives from the Consultation Service has been of increasing value for teaching purposes. This year we gave for the first time a course for nursery school teachers and child care workers based entirely on this case material. The course was attended by fifty teachers and workers in the field who found this material most valuable.

"In the middle of January, we began our fifth course of training volunteer child care aides under the auspices of the CDVO, as part of their city training program. This was a ten weeks' training program, at the end of which 41 volunteers were graduated to work in thirty different agencies throughout the city. One distinct feature in this year's course was the fact that, through the Mazaryk Institute, ten social workers were enrolled in this course to prepare themselves for their future work with children in Czechoslovakia when that country is liberated. We hope that that time is not too far away, and we are training them very fast so that they may go back and carry to Czechoslovakia the most recent of the sound ideas about the needs of children.

We also are trying to extend the benefit of our experience with children into labor groups. We have given two courses at the Jefferson School of Social Science and we have been in touch with the education departments of various trade unions. Several of the unions have exhibits of our material, and their interest seems to be very great.

Looking forward, we see that the future lies in our children. Nine million new babies have come to this country in three years. Even if the birth rate dropped for a time, as it is bound to, we will have a tremendous clientele ahead of us. We feel that to the extent that our strength and funds hold out, we shall be ready to serve them."

A schedule of the year's activities follows:

ACTIVITIES OF NATIONAL SCOPE

The restrictions upon wartime travel have been somewhat compensated for by more intensive development of publications and a wider distribution through cooperation with other organizations. These extensions of the Association influence to all parts of the country are, of course, in addition to the publication of our regular quarterly, *CHILD STUDY*, various writings of staff members, lectures, participation on committees and boards of numerous organizations, and special cooperation with affiliated groups.

I. Cooperative Enterprises

(1) Completion of two illustrated pamphlets by the Staff of the Child Study Association in cooperation with the USO Division of the YWCA:

What Makes a Good Home?

What Makes Good Habits?

USO ordered 100,000. The Associated Press bought material from these pamphlets and syndicated it nationally through newspapers.

A third pamphlet in cooperation with the USO Division of the YWCA, *Father Comes Home*, is in preparation.

(2) Completion of Manual for Group Leaders: *Today's Children for Tomorrow's World*, in cooperation with the American Association of University Women.

(3) Second Annual Book Award offered by the Children's Book Committee, was presented to Marjorie Hill Allee for *The House*, at a luncheon held in cooperation with *Publisher's Weekly*.

(4) The Association assisted the American-Soviet Friendship Committee in selecting of a "Child-Care Library," sent to the Soviet Union, and contributed all of the Child Study Association pamphlets.

(5) A second large printing was made of the pamphlet *When Children Ask About Sex*.

II. Special Staff Services

One of the ways in which the Association reaches out to the general public, is through special services of staff members:

(1) Consultant Services of Staff:

The experiences and ideas of staff members are utilized by publishers in manuscript reading, one of the staff is an editor on the Board of Junior Literary Guild; two are advisers for publishers of comics, consultants on radio programs, children's books, etc.

The Children's Book Committee assists the Whitman Company in selecting stories for an anthology; also advises the Whitman Company on selection of manuscripts to be published during the next five years.

(2) Monthly department in *Baby Talk*, *True Confessions*.

(3) Articles contributed to *Parents' Magazine*, *Woman's Day*, *National Parent Teacher*, *Red Book* (reprinted in English publications), *Journal of Educational Sociology*, *Annals of Political Social Science*, *Social Work Year Book*, *American Family*, *University of Chicago Bulletin*.

(4) Preparation of Radio Script on Child Study subjects for *American-Jewish Committee*.

(5) Lectures: Pacific Northwest Conference; British Columbia Parent-Teachers Association; Vancouver; Seattle; Portland; Los Angeles; Detroit; New Haven; Rochester; Hartford; Rose Valley School, Pennsylvania.

(6) Committee and Board representation by staff members: Advisory Commission, U. S. Children's Bureau; Schools Committee, National War Fund; Downtown Community School; New York Board of Education Committee on Human Relations; Advisory Board of *Parents' Magazine*; Governing Board, National Council of Parent Education; Town Hall Radio Advisory Committee; National Public Housing Conference; Advisory Board, Public Education Association; Advisory Committee, West Harlem Day Nursery; New York City Committee on Care of Young Children in Wartime; Advisory Panel for Child Care Program, CDVO of Greater New York.

III. Pamphlet and Booklist Distribution

In addition to large distribution by other organizations, the Child Study Association distributed a total of 65,000 pamphlets and booklists. These were largely individual requests.

IV. Annual Institute, Hotel Roosevelt, March 6, *The American Family, 1944: Facing the Future*. Over 1,000 persons attended.

ACTIVITIES AT HEADQUARTERS

The distinctive quality of the Child Study Association contributions and services comes from the vital contacts of its staff with parents, educators, social workers, and professional men and women willing to cooperate in the practical solution of problems. The direct educational efforts at Headquarters have included an increasing number of study groups, con-

ferences and discussion meetings and an expansion of the Family Counseling Service.

(1) The Family Counseling Service reports an increase of 35 per cent in the number of hours given to cases. There is a growing demand from the public and increased pressure on staff time. The service is booked steadily four to five weeks ahead. Rorschach and Binet Intelligence testing are now included in the Counseling Service. The Service is under the psychiatric supervision of Marianna Kris, M.D., who has been meeting regularly with the staff. This Service is free to wives of servicemen.

(2) The Camp and School Consultation Service has handled 303 requests for camp and school information over a nine-month period. Many of these lead into the Consultation Service.

Courses

Parkchester Housing Project; Vanguard Community House; Jefferson School of Social Sciences; Fieldston School; lectures and courses for young mothers at Child Study Association Headquarters.

Four meetings for the combined elementary schools of Great Neck, L. I., attended by 300.

For professional workers in the field of child care and education, twelve evening lectures were given by

the staff of the Family Counseling Service, based on case material.

Special Projects: Course to train for Volunteer Child Care Assistants (endorsed by CDVO) to work in child care centers.

All-Day Institutes: At Headquarters; monthly lectures for members on first Tuesday of each month.

SPEAKERS' BUREAU

A course of study for mothers at a worker's co-operative housing development was given free; also numerous courses and lectures at school and club groups in the metropolitan area.

LIBRARY

More and more parents and workers who do not have the time to take courses at Headquarters use our well-stocked library.

In general, this has been one of the most active of years of the Child Study Association. The Association feels proud that it has been able to expand its program rapidly in response to the ever-increasing appeals for help in the problems of children and families in spite of all the exigencies of wartime.

MEMBERSHIP IN CHILD STUDY ASSOCIATION OF AMERICA

SPECIAL SUBSCRIBING MEMBERSHIP.....\$3.00 yearly
(For out-of-town readers)

This membership offers a subscription to CHILD STUDY Magazine, a choice of any four of the Association's pamphlets and booklists; additional pamphlets and booklists at five cents less than list price; all Association books at fifty cents less than list price; all announcements and notices.

ACTIVE MEMBERSHIP.....\$10.00 yearly

Active membership at \$10 yearly for the metropolitan area includes all of the above privileges, plus attendance at lectures, institutes and study courses; use of specialized library; initial consultations in Family Counseling Service, and School and Camp Information.

GROUP MEMBERSHIPS.....\$10.00 to \$25.00 yearly

Ask for descriptive leaflet: Memberships for Affiliated Groups

**Write to Department "C"
for list of Child Study
Association book and
pamphlet publications.**

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Please enroll me as a
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Address.....

Science Contributes

THE RHESUS BLOOD FACTOR*

By ROBERT C. COOK

DISCOVERED in 1940, the Rhesus blood factor has taken its place as perhaps the most significant single discovery in medical genetics thus far made. First brought to light by Landsteiner and Weiner, the *Rh* factor was initially merely an immunological curiosity. An appropriately prepared test serum proved that about 87 per cent of the white population of the United States had a factor in the red blood cells exactly the same as a factor found in Rhesus monkey blood. About 13 per cent of the population lacked this factor, *i.e.*, were *Rh* negative. It quickly appeared that earlier observations reported by Levine and Sexton regarding a mysterious blood factor responsible for some transfusion accidents was the same as the Rhesus factor. Subsequently it was proved that infant jaundice (erythroblastosis fetalis) was also caused by this strange blood difference. In nearly all cases, it was found that jaundiced infants were *Rh* positive (from the father) and their mothers were *Rh* negative. It was demonstrated that the jaundice and other alarming symptoms were caused by the destruction of the infant's blood cells through an antibody produced in the mother's blood as an immune reaction against the incompatible positive blood of her unborn child.

It has since been indicated that this incompatibility reaction between an *Rh* positive child and its *Rh* negative mother is probably responsible for more fetal deaths and miscarriages than is syphilis. Furthermore, Yannett and Lieberman, confirmed by Snyder, indicate that a goodly proportion of undifferentiated feeble-mindedness is also to be attributed to this same incompatibility. The mechanism whereby the brain tissue is injured during fetal development has not yet been established, but the statistical evidence of such a reaction is unequivocal. The reality of this tragic interaction is established with a very high degree of statistical probability. It may account for a good many of the by no means rare cases in which normal or superior parents have feeble-minded children.

The genetics of *Rh* is quite simple, though there are some perplexing problems in connection with atypical *Rh* positive blood found in a fraction of one

per cent of the population. The difference between *Rh* positive blood and *Rh* negative is conditioned by a single gene. There are three kinds of individuals with respect to the *Rh* gene pair: *Rh-Rh*, *Rh-rh*, *rh-rh*. The homozygous (*Rh-Rh*) and the heterozygous *Rh* individuals (*Rh-rh*) are both characterized by *Rh* positive blood. The *rh-rh* is negative. A little less than half of the total *Rh* positive population is homozygous for the *Rh* factor and a little more than half is heterozygous. This is important, because the heterozygotes have, in matings with *Rh* negative type, *Rh* children in only one-half the progeny. It is also interesting and important that through the use of a serum made from one of the atypical types, it is possible to distinguish the homozygous and the heterozygous *Rh* individuals.

The only cases in which there is trouble for the offspring are when a man having the *Rh* factor in his blood (*Rh-Rh* or *Rh-rh*) marries a woman lacking it (*rh-rh*). On the basis of random matings, it is computed that this combination occurs in eleven per cent of all marriages, or roughly one marriage in eight. *Rh* is not a problem in all of these potentially dangerous matings for several reasons. Even in the case of incompatible marriages (father *Rh* positive, mother negative), the first child born is normal because it takes time to develop the lethal antibody in the mother's blood. Thus even incompatible marriages get a "free ride," and this is in itself important because about a third of all children in the U. S. are first children. In over half of such matings, the husband will be heterozygous, and on the average half the children will not be potentially affected. In a good many cases, the laws of chance will enable such heterozygous and incompatible matings, potentially dangerous though they may be, to have two or three children or even more without any complications arising. Further, it appears that in the blood of some *Rh* negative women bearing *Rh* positive children, no antibody is produced against an *Rh* positive child. The reasons for this are not clear, but this is an important factor in making the expected incompatibilities mercifully somewhat rarer than the expected one in eight. Nevertheless, *Rh* totals a very large toll of misery. And in addition to the cases in

* Reprinted from *Eugenical News*, Vol. XXIX, September-December, 1944.

which the conception ends in a stillbirth or miscarriage or in a very sick baby, there are the cases of feeble-mindedness probably totaling many thousands in our population. Hence in the aggregate a great deal of illness, suffering and death is caused by this *Rh* blood incompatibility.

The eugenic implications of this situation are obvious. The proportion of marriages in which *Rh* will cause reduced fertility or complete childlessness is large enough so that any couple who place the rearing of children high on the scale of important values would be well advised to determine before marriage what the chances are that the *Rh* incompatibility will be encountered. It is possible to do this by making a simple blood test and the serum is now available to all physicians wishing to make such tests. By the use of the so-called "*S*₁ serum" it is also possible to determine whether the prospective husband whose blood is *Rh* positive is pure or homozygous (*Rh-Rh*) for the *Rh* factor or heterozygous (*Rh-rh*). Actually, in most of the cases where there is a clinical history of several miscarriages and infant jaundice, the mothers are *Rh* negative and the fathers are mostly of the homozygous type. These matings are therefore eugenically counter-indicated much more definitely than are the marriages of heterozygous (*Rh-rh*) males with negative females.

The reader is referred to articles by Dr. Philip Levine in the *Journal of Heredity*, February 1943, and in *Human Fertility*, September 1944.

RADIO PROGRAMS

(Continued from page 82)

the age of the performers. A bit of comedy and a brief dramatized story vary the program. The fiction of a cross-country bus trip gives a rather jolly note to the opening and closing. (Any age.)

Children's Program. Sundays, 10:30-11:30 A.M. NBC.

Another variety program much like the above, with some excellent young performers and some mediocre ones. The program is well presented on the whole and offers varied entertainment for those who enjoy this kind of listening. (Any age.)

A recent week-end program:

Youth on Parade. Saturdays, 10:00-10:30 A.M. CBS.

High school boys and girls participate in a program of music, and report on their own and their schools' wartime and community activities. An excellent idea which might be further developed into a more dramatic and dynamic presentation.

ECONOMIC NEEDS OF CHILDREN

(Continued from page 75)

children? Don't let us plan services outside of the home. Let us make it possible for those parents to get what they want for their own children. Let us provide adequate public services, medical care, for this low-income group, adequate housing, adequate health services, adequate education and public assistance for those needy children.

There are vast numbers of them in the country today who are not getting enough to eat. Of course I know we are much better off than the European countries, but don't let us ever think that all of the children in the United States today have plenty of food and adequate clothing and decent housing. They don't. It is up to us to see that the money that in many instances is being spent at the end of the road and wasted on medical care, on the attempted correction of juvenile delinquency, on all the other problems that we handle at the end of the road, is spent instead in doing a preventive job and making it possible in this democracy to have our children cared for on an adequate basis by their own parents.

BOOKS FOR CHILDREN

(Continued from page 83)

CENTRAL AMERICAN ROUNDABOUT. By Agnes Rosbery. Illustrated by Kurt Wiese. Dodd. 248 pp. \$2.50. Lively account of persons and places told accurately and entertainingly.

THE LAND OF THE RUSSIAN PEOPLE. By Alexander Nazaroff. Illustrated with photographs. Lippincott. 160 pp. \$2.00. Brightly highlighted picture of Russia today and how its present developed from its past.

DOGS AND HOW TO DRAW THEM. By Amy Hogeboom. Vanguard. 39 pp. \$1.00. Clear, simply explained text about how to draw dogs. Children interested in dogs and drawing will like this book.

COPPER, THE RED METAL. By June M. Metcalfe. Illustrated with photographs. Viking. 104 pp. \$2.00. Where copper comes from and what happens to it. Easy and interesting reading, fine photographs.



HILDE HUBBUCK

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News and Notes

Child Care Volunteers

Forty-two volunteers, all of them actively working in thirty-one day nurseries and other day care centers in Greater New York, were graduated from the training course for Volunteer Child Care Aides given by the Child Study Association of America, under the auspices of the Civilian Defense Volunteer Office, on March 23. The graduates were addressed by Miss Helen Harris, director of the Mayor's Committee on Wartime Care of Children and CDVO certificates were awarded by Mrs. Sidonie M. Gruenberg, director of the Child Study Association of America. This training course has been under the supervision of Mrs. Aline B. Auerbach, with the volunteer assistance of Mrs. Lester O'Keefe.

Included in the group were ten Czechoslovakian volunteers, who were authorized by the Masaryk Institute to take special training in preparation for working with children in Czechoslovakia as soon as they are able to return there. In addition to this training course, the Child Study Association has provided for this group special work in home nursing, nutrition, community feeding, children's diseases and the administration of children's camps.

This is the sixth course which has been given by the Child Study Association since Pearl Harbor. Courses have included lecture discussions, field observations, and in-service training. Volunteers were placed by the CDVO in cooperation with the Child Study Association of America. Over 70 organizations have been served by these child care aides.

New Film

"It Happened in Springfield" is the name of a new film to be released by Warner Brothers at the end of April. It is a dramatic presentation, which runs for 20 minutes, based on the educational program which has come to be known as "The Springfield Plan." In 1939 the schools of Springfield, Massachusetts, instituted a program based on the central theme that the best method of teaching young Americans the true meaning of democracy is to have them live democracy in their daily activities. This film, written and directed by Crane Wilbur, tells the story of the Springfield plan in dramatic form, with professional actors in the leading roles.

Further information about the distribution of the film may be obtained at the Warner Brothers office in New York City.

Parents' Magazine Award

The *Parents' Magazine* medal, presented annually to the author of the most outstanding book for parents was awarded on March 21 at a luncheon at Waldorf-Astoria Hotel, to Dr.

George K. Pratt, author of "Soldier to Civilian." Dr. Pratt spoke of the wartime experiences which impelled him to write the book.

The following received Honorable Mention for their distinctive contributions to the field of child guidance. Dr. Milton J. E. Senn, author with Phyllis Kraft Newill of "All About Feeding Children"; Marie Syrkin, author of "Your School, Your Children"; Mrs. Jean Schick Grossman, author of "Do You Know Your Daughter?" published under her pen name of Alice Barr Grayson; Clara Lambert, author of "School's Out"; Dr. Hortense Powdermaker, author of "Probing Our Prejudices," and Dr. Dorothy V. Whipple, author of "Our American Babies."

Memorial Fund

Contributions have been made by old and new friends of the Child Study Association of America for the Bird Stein Gans Memorial Fund.

In this way the accumulated experience of the Child Study Association—an experience to which Mrs. Gans herself so richly contributed—can be made known to ever widening circles if funds are available for publications. Contributions to this fund may be sent to the Fund at the Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

The Myth That Threatens America

The Writers' War Board has prepared a unique kit of material designed to promote racial and religious tolerance. This kit contains eight items (five speeches, a quiz, a parody, and a pamphlet) which include: (1) "The American—Fact and Fiction," by Rex Stout; (2) "Prejudice Is Bad Business," by Eric Johnston; (3) "Is There an American Type?," by Dr. Margaret Mead; (4) "It Can Mean Civil War," by John Roy Carlson; (5) "Take This Home With You," by Christopher La Farge; (6) A Quiz—"Education, Please"; (7) "Ol' Man Author," a parody on the lyrics of "Ol' Man River," by Oscar Hammerstein II; (8) A pamphlet on "How Writers Perpetuate Stereotypes," an informal report of the findings of the Bureau of Applied Research of Columbia

University, as a result of investigations made at the request of the Writers' War Board.

This unusually well-written and effective material can be used as the basis for classroom teaching, meetings, or discussion groups. The kit may be obtained free by writing to the Writers' War Board, 122 East 42nd Street, New York 17, N. Y.

*New York
Guide for
Children* "All Yours . . . A Knickerbocker
Holiday for You and Your Children"
is a new guide for children and their
parents to the sights of New York,
compiled by Ruth McAneny Loud
and Agnes Adams Wales.

One of the section headings is called "Why Don't You . . ." and then lists 20 diverting things to do. Another, "When You're in the Neighborhood, Don't Miss," lists 25 unusual places to visit. Other subdivisions are "The City," "Central Park," "Good Weather," "Bad Weather," "Saturdays Only," "At Christmas Time."

This booklet can be purchased (35 cents a copy) at the Child Study Association headquarters, 221 W. 57th Street, New York, and also at the Metropolitan Museum of Art.

*Films on
Life in the
United States* Thirty-three filmstrips which were
prepared by the American Council
on Education, with the assistance of
the Office of the Coordinator of
Inter-American Affairs, for distribu-
tion among the republics of South America have
been made available for purchase in this country.
Prints can be obtained from the American Council
on Education, 744 Jackson Place, N.W., Washing-
ton, D. C. The complete set of filmstrips sells for
\$45; any seven subjects for \$10; single filmstrips for
\$1.50 each. Prices include two copies of the English
scripts which have been prepared to accompany each
of the filmstrips. Among the topics are: Panorama
of the United States; Small Town; Suburban Family;
Coal Miners; Railroad Transportation; Rural Elec-
trification; Soil Conservation; Rural Public Health;
Nutrition; Schools; National Parks.

*Suggestions
for Safety* The Safety Research Institute, Inc.,
420 Lexington Avenue, New York,
has completed a survey which indi-
cates that nearly 2,500 children need-
lessly lost their lives in fires last year. Most of these
deaths were caused by carelessness.

The Institute makes the following suggestions:
Keep attics, cellars, and closets clear of combustible

material; provide sufficient ash-trays to insure fire
safety in smoking; keep electrical and heating equip-
ment in repair; keep matches out of reach of chil-
dren; remove hot ashes and embers in metal, not
wooden, containers; keep fire extinguishers in handy
spots and charged, ready for use; replace worn,
wooden shingles with fire-resistant material and re-
frain from dry-cleaning with inflammable liquids.

WHAT SEGREGATION DOES TO OUR CHILDREN

(Continued from page 72)

do these things, and we believe he should identify
himself with the needs of other human beings. We
teach him that this is the right thing to do and give
the child a conscience about it so that he can never
again take comfort in his infantilism, his self-centered-
ness, when he comes in contact with other people.
Indeed, we tell him that he must mature emotionally
in order to be sane, to be healthy-minded.

Then, after we have told him all of these beautiful
things, he leaves his home and goes out to live an
emotionally mature life—for this is his ideal if we
have been good trainers. He goes out to live that
life in a white segregated culture. And suddenly he
finds whether he be white, colored, Christian, or Jew,
that all we taught him, or much of it, is a joke.
We did not really mean it. Custom steps in and
takes command, or if you want to go to Georgia with
me, Southern tradition steps in and takes command
and brushes Conscience aside, brushes out of his life
these ideals that we have helped him gain for him-
self, and Custom says, "All that your parents told
you, all that your teachers and your camp directors
told you, was just a nice story, it wasn't really true.
For in this segregated land of ours, you must always
turn away from those who are different from you.
You must learn to be blind to their needs. If you
don't, I, Custom, being strong, will make you pay,
and pay heavily, for being sane in an insane culture."

Thus we as parents, as scientists, as believers in
democracy and love, are provoking a profound con-
flict in the minds and hearts of our children, a conflict
which makes a deep chasm in their personality,
splitting their integrity wide open. I have seen many
children ruined by this conflict. No child can be-
lieve both and attempt to live both without tearing
his personality to pieces. We owe it to our children
to do either one of two things, to give up segregation
or else to give up the ideal of love and emotional
maturity.

BOOK REVIEWS

(Continued from page 82)

that teaching must create a sense of the drama to be found in ideas. It should, indeed, be read by everyone. But it should be read with skepticism lest the force and eloquence of its utterance sweep the reader into an uncritical acceptance of its ideas.

Mr. Barzun has his say on teaching as a profession, on problems of learning how to read and write (on the higher levels), on the teaching of mathematics, science, history, the arts, language and on associated problems of education in colleges. He has a delightful chapter on the Ph.D. octopus, another on the I.Q., and chapters on education for women and on the place of the educated man in our country.

A detailed exposition of Mr. Barzun's views would demand too long a review: It is only on second reading that one can disengage oneself—with some difficulty—from the influence of Mr. Barzun's great charm and examine his points of view. Such an examination reveals some strange things. For example, the first sentence of the book reads, "Education is indeed the duller of subjects and I intend to say as

little about it as I can." Now this is bold and winning; but if the reader is prepared to accept Mr. Barzun's thesis that "education is . . . something intangible, unpredictable," and also that it "comes from within; it is man's own doing, or rather it happens to him," one reluctantly concludes that in spite of this view, Mr. Barzun has devoted too much of his book to the paraphernalia of "education"; that is, to a consideration of what the school proposes to do and how it goes about doing it. Mr. Barzun calls it "teaching," and, by fiat, subsumes almost everything under the name.

You will hear many of Mr. Barzun's delightful and meaningful *bon mots* repeated: "Teaching in America is a twenty-four-hour job, twelve months in the year: sabbatical leaves are provided so you can have your coronary thrombosis off the campus." This alone will endear him to every teacher. But he will be especially respected by teachers for the candor with which he speaks of the problems of teachers and of teaching; while parents and others who are not teachers will learn much about schools and education.

WALTER H. WOLFF

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THE PARENTS' MANUAL: A Guide to the Emo- tional Development of Young Children, by Anna W. M. Wolf, Simon and Schuster	2.50	OUR CHILDREN: A Handbook for Parents, Edited by Dorothy Canfield Fisher and Sidonie M. Gruen- berg, Viking Press	2.75
FAVORITE STORIES OLD AND NEW, Collected and edited by Sidonie M. Gruenberg, Doubleday Doran (for children 6 to 9)	2.50	PARENTS' QUESTIONS, by the Staff of the Child Study Association, Harpers (out of stock tempo- rarily, pending revision)	

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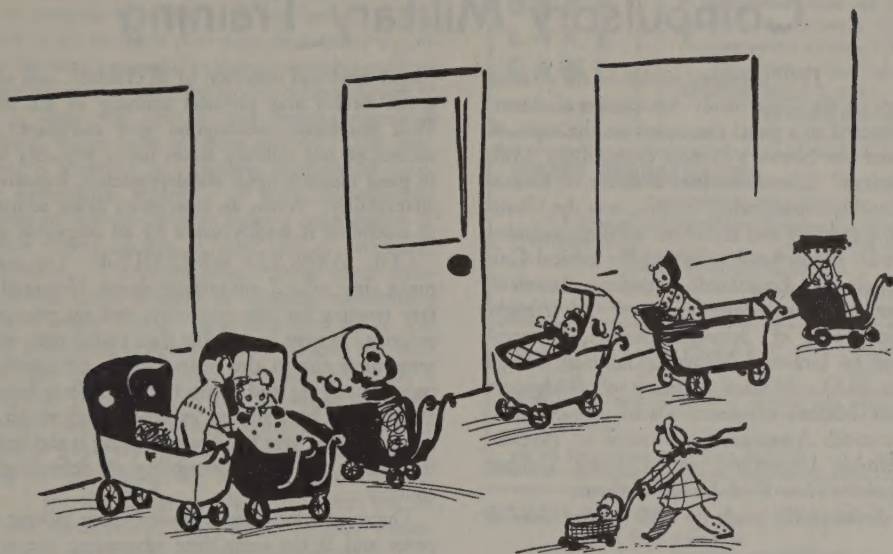
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Compulsory Military Training

THE afternoon session of the Annual Conference of the Child Study Association of America was devoted to a panel discussion on the topic of "Youth and the Nation's Needs: Compulsory Military Training." Lyman Bryson, Director of Education, Columbia Broadcasting System, was the Chairman of the meeting and the other speakers included Algernon D. Black, Leader, Society for Ethical Culture; Nickolaus L. Engelhardt, President, American Association of School Administrators; Col. Arnold Whitridge, Head of Speakers' Bureau, Citizens' Committee for Universal Military Training; George K. Pratt, M.D., Medical Director of Bridgeport Society for Mental Hygiene; David Abrahamsen, M.D., Research Associate, Department of Psychiatry, Columbia University, and Dorothy Dunbar Bromley, of the *New York Herald Tribune*.

Some of the points made by each speaker were as follows:

ALGERNON BLACK: Today war is won by machines and science, and what we need is a sound foundation of scientific training. Civilian America gave the Army wonderful inventiveness, people with a good scientific grounding, who could meet what the Fascists produced, and go beyond it. Our first defense is a scientific education for a mass of young Americans, and special training only for a small but very highly skilled officer and expert army.

From the point of view of education and character development, the unquestioning obedience of military training would not give us a group of citizens capable of either maintaining democracy in peace or of fighting a war. If we have the old type of military training, it will not mean true defense, nor education, nor democracy.

NICKOLAUS ENGELHARDT: Military conscription will tend to produce a type of society which may not be unlike those against which our armies are fighting today. It is socially wasteful to remove our youth from the normal processes of induction into mature society and then, after a year, require him to pick up the abandoned threads.

What are we after in this proposed training? The familiarity with the weapons of today holds no promise for success with the weapons of tomorrow. Physical fitness? One year is not enough. A thorough-going program of physical fitness should begin in earliest childhood. Let the nation give assurance of

proper food and nutrition to all children, and of adequate health and physical training in all schools. Will peacetime conscription give discipline? The success of our military forces today probably hinges in great measure upon self-dependence, initiative and adaptability. When an emergency arises adjustment to discipline is readily made by an adaptable group.

COL. ARNOLD WHITRIDGE: Let me first make clear what I am talking about: Universal military training for one year only, and for purposes of security. It may be possible that young men will get something else in this year—health, education, or a certain unifying and democratizing effect; but those things may be achieved in other ways much more cheaply. One year's military training is the best way to fit men for the responsibility of defending their country.

There is nothing underhanded about talking about peace and at the same time advocating preparation. I supported the League of Nations and shall certainly support any similar organization at the end of this war. There is nothing incompatible with that and supporting a system of one year's military training any more than it is inconsistent for me to join the local fire brigade. I am not considered an incendiary because I do that. I don't like fires, I take out fire insurance, but I join the local fire brigade, too. Again and again America has refused to prepare, and we have paid tremendously in money, and more important, in human life. In each war we have had to build up a reservoir of trained manpower, and then when the war was over we have let that reservoir run dry. This time let us keep the reservoir filled. Japan would not have attacked us at Pearl Harbor if she had not been perfectly convinced that we were unable to wage an effective war. Luckily, we had staunch allies who kept the fort for us for two years until we got ready. America, as the strongest and richest power in the world, is pretty certain to be struck first.

The United States made tremendous commitments at the conference at Yalta. What are we going to do about them? We have had a habit of enunciating high principles and doing nothing about them because we had no force to back them up. I think it is very essential that for the next ten or twenty years we should have an effective force and we keep this reservoir of manpower. The Army has found that even in modern war there is no short cut to preparedness; it means trained manpower.

GEORGE K. PRATT: As a psychiatrist, I am in favor of compulsory military training because it may do what so far no other American democratic organization has been successful in doing; namely, promote a bit the emotional maturity for our male adolescents. Some of them will already have reached emotional adulthood; many more of them will not. The present war is showing an appalling number of men, rather adolescents, regardless of their chronological age, who are not prepared to make a contribution to a mature society because of their lack of emotional development. A military environment alone probably cannot finish the job of making emotionally immature people mature. But educators, up to this time at least, have similarly failed. Among the men I have seen discharged from the military service, a considerable percentage seemed benefited by their years away from home. Something happened to many of them in those years which matured them. In the interest of promoting the mental health of the nation, I am for almost anything that will, on an organized, systematized basis, make the male adolescents in our community emotionally mature.

DAVID ABRAHAMSEN: The problem regarding a peacetime compulsory training for youth seems not a military, political or an economic one as much as a personality problem. If we are arming, that can only mean that we feel insecure. I think we should have by now learned that armament creates more armament. You can only arm against a war with your mind.

The best way to defend our country is to educate our youth in the value of freedom. The question of military training is a question of security in a psychological sense. The best way to tackle this problem would be by establishing a committee consisting of scientists, lawyers, psychiatrists, educators and military personnel.

DOROTHY DUNBAR BROMLEY: I am opposed to peacetime military training for our youth because I believe it would destroy our democracy and not build it. I believe it would mean a large standing army and officers who would be necessary to train the youth. I don't see how a democratic system would be maintained in such a set-up. How can a boy obtain emotional maturity if he is not trained to think and ask and feel for himself?

LYMAN BRYSON: People who advocate military training are quite frank in their statement that they are talking about security. People on the

(Continued on page 96)

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(Continued from page 95)

other side say, "We don't like military training." There does not seem to be any square meeting of the issue there. People like Colonel Whitridge probably do not like military training any more than anybody else; what they say is that it is necessary for military reasons. The educators reply: "We just don't like it." I think the educators are at fault here.

On the other hand, I have never yet met a military person who was willing to face this other question: Are we more likely to have a war if the United States is terribly strong than if the United States takes the lead in disarmament and builds a world where we won't need an army? We Americans have to face this issue: What will be the effect upon the world of military training in the United States?

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